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Educating the Gifted Child

By Frederic J. Haskin.

In every city such cases are found and educators are at last recognizing the economic waste of retarding the gifted child to make him fit into a course of study designed for the ordinary child. Much time and money

classes will be opened for the super-normal child in which he will be unadvancement. This work will be experimental at first and cannot be expected to meet all the needs, although its the beginning of an educational reform.

Psychological teachers ist in mental and nervous diseases. Dr. Sidis takes the stand that disease and nervousness result from worry, emotional excitement and lack of interest in the work at hand rather than from undue study.

mai, bright or gifted; normal or developing their brain, said Dr. saverage; and backward, sub-normal, or deficient. All courses of study were planned for the normal child who naturally represents the greatest number. Senta Barabara, Cal., dulled and his brain rendered less est number. Senta Barabara, Cal., duffed and his brain rendered less has recently employed the Binet test to gauge the school children of that city. According to that, twenty-two per cent of school children were super-normal, forty-four per cent normal, which do not interest him. per-normal, forty-four per cent nor-mal and thirty-four per cent sub-

normal in varying degrees.

The Old Country School.

This proves that the present system of inflexible grading is just only to forty-four per cent of the school children. The old country school gave far greater advantages to the gifted child than the best equipped city institution. city institution. The boy who learned the multiplication table by hearing other children recite it, was not kept back until, the most stupid not kept back until the most support student in the class had mastered it. He was allowed to forge ahead for himself and if he "figured clear through the "rithmetic" that term was encouraged by his teacher. It frequently happens that a country boy transferred to the city school will be several grades ahead of his age, because of the individual liberty

he has been allowed.

The city schools want to give the gifted child the same advantage.

Lincoln, Neb., has a special class for children who have passed the sixth grade, by which they may complete the two remaining years as one, and enter high school one year earlier. In Harrisburg, Pa., a special school in three sections has been established for bright children, in which they are permitted to advance as rapidly as possible without injury to their health. The work in this school includes a ninth grade which is equivalent of the first year of high school. It is claimed that the discipline of this school is especially good because the children are interested and busy and therefore above no mischierons. and therefore show no mischievous

and therefore show no mischievous tendencies.

Pueblo and Denver are providing a grading system which gives the super-normal child a little advantage and special classes for bright children have been opened in Newton, Worcester and Cambridge, Mass, Elizabeth, N. J., Portland, Ore., and a number of other cities. In Batavia, N. Y., a plan of work provided for them has been modeled partially after the school for sifted children. fter the school for gifted children

A St. Louis boy of ten was restless and troublesome in school. He
scraped his feet over the floor
scratched his deek, scribbled in his
books and annoyed his classmates.
He seemed to spend little time in
study, yet he never falled to answer a question in class and his
whitten exercises were the best in
the room. Week after week he was
sent to the boy at length. She found
that for two years he had had practically no work to do in the school
room for fully half the time because of a super-normal brightness
which enabled him to absorb knowledge in a fraction of the time spent
by hearing the class above him recite. He could easily have kept pace
with that class or outstripped it, but
as he was permitted to advance but
one grade a year, his surplus time
was spent in annoying his teacher
and developing a mischlevous spirit
which threatened to cut short his
school term.

The principal,

The principal was a versatile woman. "Will you behave better if
I put you into the higher class next
week?" she asked. The boy promised
in some surprise. He was accustomed to being held back by the
other children. He was promoted
next next week. The next year by
special arrangement he was permitted to make two grades. The next year by
special arrangement he was permitted to make two grades. The next year by
special arrangement he was promoted
next next week. The next year by
special arrangement he was promoted
next next week. The next year by
special arrangement he was promoted
next next week. The next year by
special arrangement he was promoted
of our ten, and the 'age question was
not pressed.

In Philadelphia, an ambitious girl,
sided by a similarly progressive
principal, was ready for high school
ar the age of twelve, but was refused admission because fourten was
the required high school age. She
entered a private school and at serenteen, in addition to some academic
work, had completed a course
of the restrict provised hear by
the refrective in the world to two classes: The first
data shows exceptional brigh

enteen, in addition to some academic work, had completed a course of library training which for most people required six full years. Her application did not affect her physical health. She was sufficiently althletic it to win a tennis championship cup and was fond of swimming and other outdoor sports. If she had not been permitted to attend this private school she would have lost two full years at the most important period of her life because the public school of her city made no provision for her exceptional mentality.

Economic Waste.

No Baby Talk.

Her natural aptitude has been developed by the all-around system of natural education which began by her mother reading Latin prose to her in her cradie days. Her sense of color, form sound and speech were stimulated by keeping her surrounded always with helpful influences. Baby talk and the silly nursery rhymes which waste youthful energy were kept from her. In their place she was given good literature, numbers and useful information which she accepted as amusement. Few parents and teachers are qualified to use all the matter all aptitude has been developed by the all-around system of natural education which began by her mother reading Latin prose to her in her cradie days. Her sense of color, form sound and speech were stimulated by keeping her surrounded always with helpful influences. Baby talk and the silly nursery rhymes which waste youthful energy were kept from her. In their place she was given good literature, numbers and useful information which began by her mother reading Latin prose to her in her cradie days. Her sense of color, form sound and speech were stimulated by keeping her surrounded always with helpful influences. Baby talk and the silly nursery rhymes which waste youthful energy were kept from her. In their place she was given good literature, numbers and useful information which began by the provision of her city made always with helpful influences. Baby talk and the silly nursery rhymes which waste youthful energy were kept from her. In th

dinary child. Much time and money have been spent upon the development of the backward child. Special teachers have been provided in the attempt to bring him up to normal attempt. The super-portral of doctor of philosophy at eighteen attempt to bring him up to normal standards. The super-normal, or gifted child, who has long been recognized in Germany and other European countries as a nation's most valuable asset, has been neglected in this country, and his special talents wasted and ignored.

Who recently received the degree of doctor of philosophy at eighteen, graduated from Tufts college at the \$\$ge of fourteen. Three younger Weiner children, now being educated after the same methods, are expected to distinguish themselves ejually. William James Sidls, who entered the same of the same methods are expected to distinguish themselves ejually. For seevral years consideration has been given to this matter, and this fall in most large cities special the Fourth Dimension, the most abthe Fourth Dimension, the most ab-struse problem in mathematics, is the son of Dr. Boris Sidis, a specialist in mental and nervous diseases.

Psychologists divide school children into three classes; super-normal, bright or gifted; normal produced and the properties of the propert

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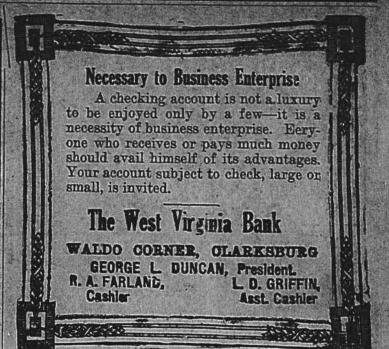
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